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AUTHOR Anthony, Hazel; Kreutz, Shirley
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ABSTRACT

Thirty-five home economics teacher educators participated in a seminar to evaluate and refine material originally developed under the leadership of the Home Economics Education Branch of the United States Office of Education under the title "Concepts Structuring in Home Economics Education Curriculum." The group was also given the assignment to identify comparable material appropriate for the content of graduate courses in home economics education, to plan evaluation of the material and to explore research questions for further development of the material. The content was organized around five concepts believed to be the fundamental ideas in both the pre-service and advanced study programs in home economics education. These are: (1) philosophy of home economics education, (2) professional role in home economics education, (3) program planning in home economics, (4) educative process in teaching home economics, and (5) research in home economics education. Thirty-five additional home economics teacher educators joined the participants in judging the items. They selected the objectives they believed important and the generalizations they believed essential in home economics teacher education. A document will be published under the title "Home Economics Education Objectives and Generalizations Related to Selected Concepts." The work is considered to be exploratory in nature, and some basic questions are raised and suggestions given for further research. (Author/CK)

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FINAL REPORT

Project No. 6-2205-08

Grant No. OEG-3-6-062205-1929

SEMINAR TO IDENTIFY THE STRUCTURE OF KNOWLEDGE IN HOME ECONOMICS EDUCATION AT THE GRADUATE LEVEL

March, 1968

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Office of Education
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SEMINAR TO IDENTIFY THE STRUCTURE OF KNOWLEDGE IN HOME ECONOMICS EDUCATION AT THE GRADUATE LEVEL

Dr. Hazel Anthony
Dr. Shirley Kreutz
Department of Home Economics Education
School of Home Economics
University of Nebraska
Lincoln, Nebraska

March, 1968

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U. S. Department of Health, Education, and Welfare

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Bureau of Research

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ACKNOWLEDGEMENTS

Personnel from many disciplines and fields of study, concerned with those disciplines or fields as areas of instruction, are giving attention to the structure of knowledge in the field. The underlying assumption for this position is that the understanding of the fundamental ideas is essential for adequate transfer of learning. One means of developing a cognitive structure for a subject matter area is to have specialists identify understandings they consider essential for learners to attain.

In 1964 a seminar was held at the University of Nevada where teacher educators in home economics education worked together to identify concepts and generalizations thought to comprise the cognitive structure of home economics teacher education. The authors wish to acknowledge the procedures used at that seminar, and the work accomplished as the preliminary experience on which the Nebraska seminar in 1966 continued to build.

Special acknowledgement must be given to people assisting in planning and implementing the Nebraska seminar. Four home economics educators designated as a Steering Committee met with the Nebraska project leaders to plan the seminar. They were:

Dr. L. Ann Buntin, Texas Technological College
Dr. Julia Dalrymple, Ohio State University
Dr. Alberta Hill, Iowa State University
Dr. Bernadine Peterson, University of Wisconsin

Special thanks must be given to Julia Dalrymple and Alberta Hill for their consultation during the project and for working with the project leaders to write the final draft of the material.

Three people outside the field of home economics education served most ably during the seminar as consultants for the group. They were:

Dr. Herbert LaGrone, Dean, College of Education, Texas Christian University
Dr. Wesley Meierhenry, Assistant Dean, Teachers College, University of Nebraska
Dr. John Woodward, Chairman, Department of Human Development and the Family, University of Nebraska

Thirty-six home economics teacher educators from the various regions of the country agreed to work on the project at the University of Nebraska. In addition thirty-six teacher educators not participating in the seminar aasisted in the evaluation of the material. The authors wish to thank these people for their time and effort in developing the material.

In addition, the authors wish to acknowledge the Nebraska Experiment Station appointment held by Dr. Kreutz which afforded her time to work as

project coordinator.

While it was acknowledged from the beginning that the undertaking was indeed ambitious, all participants entered into the project in the spirit of attempting to make the product as "good" as they knew how to make it at that point of time.

BACKGROUND FOR THE SEMINAR

Personnel engaged in the field of education have always been interested in improving educational practices. There is evidence, however, that greater attempt is being made now than heretofore to study systematically course outcomes for purpose of curriculum improvement.

One approach to systematic study has been to analyze course content and improve curriculum by planning instruction around the basic knowledge that makes up the field of study. Since 1961 home economics education has moved in this fashion. In 1961 and 1962 seven seminars were held for the purpose of developing a conceptual structure for home economics subject areas (child development, family relationships, home management and family economics, housing and home furnishings, clothing and textiles, and food and nutrition) at the secondary school level. Home economics subject specialists, home economics teacher educators and specialists from related disciplines under the leadership of personnel from the Home Economics Education Branch of U. S. Office of Education participated in the seminars.

During the Research Seminar in Home Economics Education at Iowa State University, 1962, a group of participants conceived the idea of assembling home economics teacher educators to identify the content of home economics teacher education courses.

In October, 1964, twenty-four home economics teacher educators from twenty-one states and two representatives from Home Economics Education, U. S. Office of Education, which sponsored the seminar, met at the University of Nevada, Reno, Nevada. The purpose of the one-week seminar was to identify the structure of knowledge, in terms of concepts and generalizations, important to the field of professional home economics education for the undergraduate curriculum.

A document entitled Concept Structuring of Home Economics Education Curriculum was produced. It was used by the members of the group and made available to others through the American Home Economics Association.

In 1966 the University of Nebraska designed a seminar to provide continuity in the development of materials pertinent to curriculum in home economics education.

Related Development in Teacher Education

The conceptual approach to teaching is receiving recognition from authorities in the various disciplines. Bruner[1] in The Process of Education discussed the importance of identifying the structure of knowledge. He stated "the curriculum of a subject should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure to that subject." His supporting argument for this position was that for a "person to be able to recognize the applicability or inapplicability of an idea to a new situation and to broaden his learning thereby, he must have clearly in mind the general nature of the phenomenon with which he is dealing. The more fundamental or basic is the idea he has learned, almost by definition, the greater will be its breadth of applicability to new problems."

Scholars in the field of education have been attempting to determine the underlying concepts in the broad field of education that give structure to methods of teaching.

LaGrone[2] through a project sponsored by the American Association of Colleges for Teacher Education and funded by the U. S. Office of Education attempted to develop a set of guidelines for the development of instructional units for teaching the professional curriculum in teacher education. The guidelines were based on statements of teacher competences and curricula relevant to the development of these competences.

Woodruff[3] in working with the methods of teaching aspect of teacher education singled out the procedural parts, and organized the content around basic concepts of teaching.

The Associated Organizations of Teacher Educators at meeting in Washington,D.C , 1965, complimented the home economics teacher educators for undertaking to develop a conceptual framework for teacher educators as presented in "Concept Structuring of Home Economics Education Curriculum" and urged other member organizations to develop similar materials.

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[1] Jerome S. Bruner. The Process of Education. Cambridge: Harvard University Press. 1962. p. 18.

[2] Herbert F. LaGrone. A Proposal for the Revision of the Pre-service Professional Component of a Program of Teacher Education. Washington: The American Association of Colleges for Teacher Education. 1964.

[3] Asahel D. Woodruff. Basic Concepts of Teaching. San Francisco: Chandler Publishing Company. 1961. p. viii.

Purpose of the Nebraska Seminar

After a period of two years it was deemed appropriate to evaluate the 1964 materials and to build a similar framework for home economics education at the graduate level.

The specific purposes of the seminar were:

(a) Evaluate and refine the material in the brochure "Concept Structuring of Home Economics Education Curriculum", developed at the University of Nevada seminar.

(b) Identify comparable structure appropriate for the content of graduate courses in home economics education.

(c) Plan for the use and evaluation of the materials developed.

(d) Offer suggestions for research on testing the validity of the materials.

Although home economics departments of various institutions have worked on one or more aspects of concept development in home economics education, work of the scope and depth planned for in the seminar had not been undertaken by an individual or institution.

Furthermore, although every institution offering work in home economics education has a unique program designed to meet the needs of their learners, there are believed to be some common elements. Basically, the content for pre-service home economics education is concerned with curriculum development and instruction; and at the advanced levels with program planning, techniques of supervision, and research methods. Since it is generally assumed there are learnings common to most home economics education curricula, identification of this material for both the undergraduate and graduate level was thought to be helpful to all home economics teacher educators for organizing teacher education curriculum.

ORGANIZATION OF THE SEMINAR

Personnel attending the Nevada seminar decided that the Steering Committee selected at that time should remain intact as long as the material porduced in the seminar was being revised or was to serve as a basis for further work. This arrangment, it was thought would provide continuity and leadership for continued identification of the content of home economics teacher education.

The Steering Committee members were:

Dr. L. Ann Buntin, Chairman, Home Economics Education, Texas Technological College
Dr. June Cozine, Chairman, Home Economics Education, Oklahoma State University
Dr. Marie Dirks, Chairman, Home Economics Education, Ohio State University
Dr. Alberta Hill, Home Economics Education, Iowa State University
Dr. Bernadine Peterson, Home Economics Education, University of Wisconsin
Dr. Patricia Tripple, Chairman, Home Economics Education, University of Nevada
Dr.Julia Dalrymple, Chairman, Home Economics Education, University of Wisconsin (Chairman of Committee)

Four representatives of the group met with the project leaders in July, 1966, to plan the University of Nebraska seminar. They were Ann Buntin, Alberta Hill, Bernadine Peterson and Julia Dalrymple. The planning committee made program arrangements and selected the thirty-five participants to attend the seminar.

Personnel

Personnel at the University of Nebraska were in charge of local planning for the seminar. They were:

Dr. Hazel Anthony, Professor and Chairman, Department of Home Economics Education. She had been a member of the Home Economics Teacher Educators group which met in Nevada and developed the material "Concept Structuring of Home Economics Education Curriculum." Dr. Anthony served as the coordinator of the seminar.

Dr. Shirley Kreutz, Associate Professor, Department of Home Economics Education, was project leader and responsible for the publishing of the results of the seminar.

Three consultants were selected to work with the seminar members. They were:

Dr. Herbert LaGrone, Dean, College of Education, Texas Christian University, who had served as Director of the Teacher Education and Media Project for the American Association of Colleges for Teacher Education.

Dr. Wesley Meierhenry, Assistant Dean, Teachers College, University of Nebraska, who was Project Director for A Project to Identify Competences needed by Teachers in the use of the Newer Media and Various Approaches to Achieving them.

Dr. John Woodward, Chairman, Department of Human Development and the Family, University of Nebraska, who had been chief investigator of several course evaluations.

Participants

The twenty-six home economics teacher educators participating in the Nevada seminar were invited to attend the Nebraska seminar. Ten additional people were invited to join this group. Geographical distribution, educational background, and strength of graduate home economics programs at their institutions were considered in selecting the additional participants. A listing of home economics teacher educators attending the seminar is given in Appendix A.

Program

Seminar members were asked to participate in several ways. First, they were asked to bring copies of a statement of the major objectives for each course (i.e., administration, supervision, curriculum and teaching methods, research methods and evaluation) offered in home economics education at the graduate level in their institutions. Second, each participant was asked to prepare a brief statement regarding her concerns, questions, use and/or opinions of the weaknesses and strengths of the document Concept Structuring of Home Economics Education Curriculum, which had been developed in the Nevada seminar. Comments made by the participants are given in Appendix B. Third, a list of selected readings was provided and participants were asked to review the material before attending the seminar. The selected bibliography is given in Appendix C.

To accomplish the work of the seminar, the participants were divided into three groups. Members in Group A were asked to review and continue developing concepts and structure for home economics education for the undergraduate level. Group B members were given the assignment to initiate and develop a conceptual structure for home economics education content at the graduate level. Members in Group C were asked to design a follow-up evaluation device for determining the use and the effectiveness of the conceptual structures developed in the seminar. They also had the assignment to suggest research proposals for testing the validity of the materials. Group assignments are given in Appendix D.

During the course of the seminar, selected members from each of the three groups formed a fourth group to state explicity the framework in which the seminar was viewing home economics teacher education. Both Drs. LaGrone and Meierhenry challenged the participants to establish such a framework as they considered it basic to producing a forward looking program and to providing criteria for evaluation of the program.

The seminar was designed to meet for six days beginning with an evening session October 23, and ending with a noon session October 29. The sessions started at 9:00 A.M. and continued through to 5:00 P.M. The Steering Committee met daily and many of the small groups worked during the evening hours. The program for the seminar was as follows:

SEMINAR TO IDENTIFY THE STRUCTURE OF KNOWLEDGE
IN HOME ECONOMICS EDUCATION FOR THE GRADUATE LEVEL

University of Nebraska
October 23-29, 1966

Sunday, October 23

2:00 PM--Julia Dalrymple, Ch.
Steering Committee Meeting

7:30 PM--Hazel Anthony, Ch.
Orientation to week of work. Participants give statements, concerns, use weaknesses, strengths, questions, regarding the document Concept Structuring of Home Economics Education Curriculum.

Monday, October 24

8:00 AM--Registration

8:30 AM--Ann Buntin,Ch.
Presentation: Dr. Herbert LaGrone, Dean, College of Education, Texas Christian University
Status of education and curriculum structure, promising innovations and patterns in education, best research in teacher education.

10:00 AM--Break

10:30 AM--Dr. LaGrone
Comments on the validity and importance of competences, concepts, and generalizations presented in Concept Structuring of Home Economics Education Curriculum.

11:45 AM--Lunch

Tuesday, October 25

8:30 AM--Marie Dirks, Ch.
Groups (A,B.&C) share goals and plans
General Discussion

Group Work

1:00 PM--Ann Buntin, Ch.
Small Groups (A,B,&C)
Organize, clarify group responsibliities and goals for the week.

4:00 PM--Dr. LaGrone to meet with the Steering Committee.

Tuesday, October 25 (Cont'd)

10:30 AM--Break

Group work

11:45 AM--Lunch (no host) with the University of Nebraska faculty members.

1:00 PM--Group Work

4:00 PM--Steering Committee meeting

Wednesday, October 26

8:30 AM--Group work (General session, if needed)

10:30 AM--Break

Group Work

1:00 PM--Group work
Dr. John Woodward, Evaluation and Research Consultant to work with Group C.

3:00 PM--General session
Bernadine Peterson, Ch.
Presentation: Dr. John Woodward, Chairman, Department of Human Development and the Family; University of Nebraska
Commenting on evaluation and research design.

4:00 PM--Dr. Woodward meet with Steering Committee

6:00 PM--Dinner, for those interested in Nebraska City, Nebraska (by chartered bus)

Thursday, October 27

8:30 AM--Group work (General session, if needed)

10:30 AM--Break

Group Work

11:45 AM--Lunch

1:00 PM--June Cozine, Ch.
Reports from groups (overhead projector and flip charts available for presentation) Response to ideas presented by Dr. Wesley Meierhenry, Asst. Dean of Teachers College; University of Nebraska

*Two full days have been scheduled for group work. If, during that time, members of a group want to test their thinking with other seminar participants, the chairman should contact Julia Dalrymple and a general session will be called.

Friday, October 28

8:30 AM--Final revisions

10:30 AM--Break

Work on revisions

11:45 AM--Lunch

1:00 PM--Continue working on revisions.

4:00 PM--Meeting of Steering Committee (Plan for Saturday morning meeting)

Saturday, October 29

8:30 AM--Hazel Anthony, Ch.
Panel Presentation:
"Next Steps"
Representatives from groups (Group participants selected by group leaders)
Reactors: Julia Dalrymple, Ch. of Steering Committee
Shirley Kreutz, Rep. of Project Initiators; Mary Lee Hurt, Margaret Alexander
Distribution of first draft of materials

11:45 AM--Adjournment

As groups finished their work, the materials were reproduced and participants left the seminar with two copies of the first draft. They were asked to make suggestions for corrections and refinements on one copy and return it to the project leaders.

Once the seminar was adjourned the completion of the project centered around the evaluation aspect of the material produced. A time schedule for completion is outlined in Appendix E.

EVALUATION AND REVISIONS OF THE MATERIALS DEVELOPED

During the seminar nine members were assigned to work on an evaluation of the material produced. More specifically, they were assigned the tasks to 1) design a follow-up evaluation device for determining the use and effectiveness of the conceptual structure developed in the seminar, 2) suggest research proposals for testing the validity of the materials developed.

The committee thought it important to ascertain whether a number of specialists in the field considered the items included in the materials to be basic. This seemed particularly necessary since small groups in the seminar worked on different sections and the beliefs of only a few people were represented. While there was dialogue about the items within a group and between groups, there was never sufficient time for item by item evaluation. Furthermore, it was considered important that an effort be made to get broad agreement on the content of the document since the thirty-six teacher educators participating in the seminar represented only a small portion of all home economics teacher educators in the nation.

The Evaluation Device

During the seminar, sample instruments were developed to collect data regarding the extent respondents thought the objectives listed for prospective and advance study teachers were important, and the extent they thought the generalizations were essential in home economics teacher education.

After the seminar, the project leaders had the responsibility of developing the evaluation device in detail. Dr. Woodward served as consultant and gave valuable help in refining the instrument.

The instrument submitted to home economics teacher educators contained two parts; one part consisted of objectives and the other generalizations. In Part I the respondents were asked to indicate on a three-point scale the extent to which they agreed each objective itemized was important for the learner to attain. This section was divided into two parts as some of the objectives were designated to be used in programs for prospective teachers and others for teachers pursuing advanced study. Part II requested that the respondents indicate to what extent they agreed the generalizations were essential in home economics education. Again one part of the section referred to programs for prospective teachers and one part referred to teachers pursuing advanced study.

The evaluation instrument is given in Appendix F.

Revision of First Draft of Home Economics Education Objectives and Generalizations

In mid-December, 1966, copies of the first draft of materials developed in the seminar with editing suggestions from the participants were returned to the project leaders. These suggestions were used in correcting and refining the copy for the second draft. Two copies of the revised material were then sent to the seminar participants for use in their classes during the spring semester and summer term, 1967. In the following September, instruments for evaluating of the second draft of the material were distributed.

Final Revision

The evaluation instruments were sent to Home Economics teacher educators participating in the seminar and an equal number not attending the seminar. The latter group were chosen to represent regions within the nation and to possess education background similar to that of seminar participants. A listing of home economics teacher educators assisting in the evaluation is given in Appendix G. Sixty-seven instruments were mailed and fifty-three useable instruments were received, thus making an eighty per cent return.

The respondents considered each item, but many indicated they agreed with the item as they had revised it on the instrument. Their revisions were concerned principally with clarification of statements; and since the basic ideas were not altered the ratings of respondents making such notifications were included in the data. The data were processed and a frequency distribution was compiled showing the number and percentage of agreement for every item. The frequency distribution tables are given in Appendices H, I, J, and K.

Dr. Julia Dalrymple and Dr. Alberta Hill had been designated as representatives of the Steering Committee to work with the project leaders in making the final revisions. They received the evaluation data for study before joining the project leaders to work on the final revision. In mid-November, 1967, the four reviewers spent two days perusing the material item by item and editing it in light of the agreement among the respondents, their editing suggestions and the judgments of the review committee. The final statement of "Home Economics Education Objectives and Generalizations Related to Selected Concepts" is given in Appendix L.

SUGGESTIONS FOR RESEARCH STUDIES BASED ON THE MATERIALS DEVELOPED

In addition to making plans for early evaluation of the material, members of the evaluation committee also explored possiblities for research that might be undertaken after the material was revised.

Questions to Which We Might Seek Answers

1. What do we need to teach in special methods (beyond what is done in other courses) in the student teaching experience?
2. Who found the present document most helpful? How did they use it? Was it useful? In what way?
3. What are some ways of testing validity of materials like the present document?
4. Is there a time span in relation to this research?
5. What resources are needed to carry on the research?
6. What situations might serve as testing for the new document?
7. How well do students meet behaviorial objectives in the document?
8. Where do students receive professional background?
9. To what extent is document inclusive? Forward-looking?
10. Does structure give real guidance?
11. How do people involved in its development use and evaluate the document?
12. Are experiences provided in a particular program which give students an opportunity to develop the competences?
13. Is document (translatable but meaningful to) the beginning teacher?
14. To what extent do participants in the Nebraska meeting agree with the document?

A Suggested Procedure for Validating the Home Economics Education Objectives and Generalizations Related to Selected Concepts

1. Examine the revised objectives and generalizations for the undergraduate level.

2. Revise the schema in relation to the revised objectives and generalizations.

3. Clarify terminology and meaning of the schema.

4. Relate the objectives and generalizations to the revised schema.

5. Develop criteria for the acceptance of research as evidence supporting each generalization.

6. Divide the total job into workable portions for responsibility.

7. Examine research literature for support.

8. Submit the evidence for compilation.

Suggestions for Research after Validation of Home Economics Education Objectives and Generalizations Related to Selected Concepts

1. Analyze generalizations to identify concepts inherent in them and to clarify the concepts.

2. Analyze teaching-learning episodes in the classroom as a means for studying this portion of the transactions.

3. Test understandings (comprehension) of the potential teacher to determine her understandings in relation to behavioral objectives set forth by the document.

4. Devise a measure appropriate for re-evaluating the objectives and generalizations at intervals.

5. Develop alternate methods for evaluating pre-service teacher's ability to generalize.

6. Develop a historical study to identify home economics teacher-educators' attempts to develop a "perfect" teacher education program up to and including the Nebraska seminar.

7. Use and examine alternate techniques for instilling professional zeal in teacher education students in home economics.

8 Study the relationship between selection techniques for home economics teacher education programs and the characteristics of the beginning teachers.

SUGGESTIONS FOR USE OF THE MATERIALS DEVELOPED

The project was undertaken as another step in an attempt to state explicity what some home economics teacher educators thought to be the content in home economics education. Even though consensus was used in gathering the material, the point was not to arrive through consensus at a well-defined outline of precisely what constitutes the content of home economics education. Everyone agrees that much more work would have to be done before this could be achieved, if it could ever be achieved. But at the heart of the attempt to develop structure, is the belief that in identifying the fundamental ideas, instruction can be planned for efficient and effective learning of the ideas. In this sense the purpose of the seminar was to attain clear, precise statements of what number of people, at that point of time, believed to be the fundamental ideas in home economics education.

Several uses can be made of the material. It can provide a total look at what is considered home economics education and provide a basis for careful analysis of the underlying beliefs. Such an analysis was taking place during the seminar. While participants were working to achieve clear, precise statements of what they thought were fundamental ideas in the field, questions of a basic nature came up again and again. One was, "Is there an unique subject matter of home economics education? If so, is it apparent in the material?"

The question of uniqueness of subject matter was raised several times during the seminar. After examining the course outlines participants brought to the seminar, the courses were shown to encompass the broad field of education. There was an attempt to delimit the content by focusing on what was uniquely home economics education. But in reviewing the material some respondents stated this was not accomplished and some maintain it cannot be accomplished.

A more fruitful question might be, "What is the unique domain of home economics education? Is it apparent in the material?"

The consultants working with participant members raised another question that will have to be more thoroughly discussed before future work on the material can be undertaken. Is it, "Upon whom does the home economic education profession ultimately focus? The Home Economics teacher? The elementary, secondary school or adult learner?" Most of the participants stated they assumed the learner to be the home economics teachers.

If this was to be the ultimate learner, then the quote used from French in the context for viewing home economics education may be misleading, or express an incomplete idea. The particular goals cited as the aims of education were those competences French viewed as what each

school student must be "to manifest mature behavior as an older youth."[1]

Thus, it appears that high school students were the focus in the section, "context for viewing home economics education", but that the home economics teacher was the focus of the participants when developing the material.

The third question participants thought needed answering was "Are all the assumptions valid upon which this document is built? Are there some unstated assumptions?" It was hoped that the evaluation reported in this copy would provide the carefully selected and clear statements which would serve as a basis for discussing this question.

These three questions constitute basic questions that need further work; and probably one of the greatest values of developing the material was in getting at some basic questions. In having a group of people work together to state explicity their thinking as to what to teach and to what ends, some apparent differences were dissolved and questions were opened that had not been posed to the group before.

It is thought that the Home Economics Education Objectives and Generalizations Related to Selected Concepts will be useful in several other ways. It can serve as criteria for staff considerations as they review existing courses and develop new courses. Having a list of items a number of home economics teacher educators consider fundamental could provide content from which a staff would select baseline items and from there develop additional material they think important.

Second, it could provide material for graduate students when studying the purpose and function of pre-service and in-service teacher education programs. The projects and problems posed by the evaluation committee could constitute worthwhile learning situations for students at the graduate level. By making outcomes of these projects available to others, graduate students would also be furthering the development of the material.

Third, the material can be used in working with teacher educators in Foundations of Education or with educational psychologists in general teacher education program. Professionals in these areas are looking at content in their fields to identify the fundamental ideas. Teacher educators in areas of specialization will need to enter more and more into dialogue with these people as to what constitutes quality education for teachers. The material developed can provide a baseline from which home economics teacher educators can work with colleagues in education to build still other ideas as to what constitutes appropriate content for teacher education in an area of specialization.

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[1]Will French and Associates. Behavioral Goals of General Education in School. New York: Russell Sage Foundation. 1957. pp. 88-89.

To date the project and the material being developed have been discussed in two professional meetings. A panel presented the nature of the work[1] at the 1967 Annual Conference of the American Home Economics Association. The basic framework was discussed in addition to two papers one of which discussed why structure was worth seeking and the other regarding ways evaluation of the materials can be effected. A report of the progress of the project was given at the annual meeting of the National Association of Vocational Home Economics Teachers.[2] The purpose of these reports was to inform as many home economics teacher educators as possible about the project and interest them in the material.

The grant made provisions for the dissemination of the material. It was stipulated that a copy of the materials developed would be sent to every home economics education department in vocationally approved schools. Other means are being investigated for making additional copies available. It is hoped that many home economics educators address themselves to the questions raised in the seminar and subsequent report, and that there might be follow-up articles in professional journals and meeting relating how various institutions used the materials.

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[1] Home Economics Teacher Education Section. American Home Economics Association, Dallas, Texas, June 1967.

[2] National Association of Teacher Educators for Home Economics. American Vocational Association. Cleveland, Ohio, November 1967.

APPENDIX

Appendix A

SEMINAR PARTICIPANTS

Margaret Alexander	U S. Office of Education, DHEW
Hazel Anthony	University of Nebraska
Catherine Bieber	University of Delaware
Fannie Lee Boyd	University of Georgia
Bertha Bresina	Arizona State University
Anne G Buis	Florida State University
Ann Buntin	Texas Technological College
Ellen Champoux	Kansas State University
F. June Clarke	State University College, Buffalo, New York
Julia Dalrymple	Ohio State University
Grace Diem	San Francisco State College
Marie Dirks	Ohio State University
Marjorie East	Pennsylvania State University
Pauline Garrett	University of Missouri
Anna Gorman	University of Kentucky
Alberta Hill	Iowa State University
Mary Lee Hurt	U.S. Office of Education, DHEW
Hildegarde Johnson	University of North Carolina
Eleanor Kohlman	Iowa State University
Shirley Kreutz	University of Nebraska
Louise Lemmon	University of Maryland
Helen Loftis	Winthrop College
Nell Logan	University of Tennessee
Doris Manning	University of Arizona
Ruth E. Midjaas	Colorado State University
Laura E. McAdams	University of Washington
Marian McMillan	Wayne State University
Marie Meyer	U. S. Office of Education, HEW Regional Office, New York
Helen Nelson	Cornell University
Bernadine Peterson	University of Wisconsin
Elizabeth Ray	Pennsylvania State University
Twyla Shear	Michigan State University
Hazel Spitze	University of Illinois
Frances Smith	Kearney State College
Pat Tripple	University of Nevada
Mary Warren	University of Oklahoma

Appendix B

STATEMENTS OF USE, CONCERNS AND SUGGESTIONS FOR REVISION OF CONCEPT STRUCTURING OF HOME ECONOMICS EDUCATION CURRICULUM

This material has been used with undergraduate students, supervising teachers reviewed by some graduate students and discussed with administrators of colleges of Home Economics at a regional meeting. The evaluation device "Evaluation Competences Needed by a Beginning Home Economics Teacher" has been used with undergraduate students and supervising teachers. The material has been helpful in examining the various aspects of the preparation program for beginning home economics teachers.

A major concern regarding the competences is that "Teaches Effectively" does not stand out as being the major responsibility of the beginning teacher. It appears that more emphasis in competence 5 should be given to an analysis of teaching learning situations and an opportunity to refine, extend, and integrate the concepts of teaching.

Another concern is that too much emphasis is devoted to competence Number 1. It is important for the beginning teacher to integrate a philosophy of life, philosophy of education, philosophy of vocational education, and philosophy of home economics as a basis for thought and action but these seem to have little meaning to students until they have experienced teaching. It is suggested that more emphasis be given to competence Number 1 in the graduate program.

*** *** ***

The material seemed to be clearly stated and forthright. However, it seems to include optimum expectations for pre-service education. Can we expect to accomplish these competences in four years? Five years? Several questions come to mind with regard to this material --

Have we included emphasis on some aspects of pre-service education as:

1. Preparation for occupational education
2. Planning for facilities in home economics education
3. World-wide emphasis for home economics education

How much contact does pre-service student have with research? Is competence 6 realistic?

*** *** ***

This year we moved into the professional semester where all home economics education courses were grouped together in one semester.

When planning the curriculum for the semester we used the conceptual structure as a "sort of" check list to find if we had included those concepts in our objectives we agreed were important

*** *** ***

The statements of concepts and generalizations need to be simplified. In some cases these are too general to apply to teacher education in home economics education alone. In use these do serve as an aid in helping to focus on essentials in teaching.

*** *** ***

The document has been used as a guide and checked during curriculum planning. It is most valuable.

Concepts are concerned with essentials for any teacher candidate and not necessarily unique to home economics teachers. Appears to need refining in reference to the home economics teacher preparation program--that is what specifically for home economics or is there anything in the concept that is unique for home economics.

*** *** ***

Fall 1965 - taught a graduate course called Teacher Education in Home Economics. Class criticized this document along with Dr. LaGrone's little brown book as the concepts dealt with the content and stated emphases of selected undergraduate HEED programs in the _____. We concluded that the structuring was logical and relevant to all programs, but received differential emphasis in undergraduate programs--we did something about this but I'm not allowed any more time!

*** *** ***

During the early fall months of 1964, the home economics staff met several times to share beliefs concerning the role of concepts and generalizations in the educative process. Thus the stage was set for a concentrated study of the statements brought back from the Reno meeting. The staff continued to meet during the year, spending seven evenings carefully analyzing the statements. While many were accepted as within, others were rewritten so that they have greater meaning to the group; some were edited for clarity; some were rejected. By spring, a revision was available to be used by those teaching undergraduate courses. During the intervening period, the concepts and generalizations have been incorporated into the course offerings. This fall, the staff is again working in an organized manner to re-examine the material and re-evaluate progress of use.

*** *** ***

1. Parts of the structure are vague or nebulous--particularly statements relating to Concept 1--to those who were not involved in developing the structure.
2. Are competences 3, 4, 5, 6, 7 really subs under competence 2? They appear to be so since they spell out aspects of the professional role of the home economics teacher.
3. Missing from the structure appear to be aspects of pre-service teacher education related to: wage-earning programs provided for under Voc. Educ. Act of 1963 and specific preparation for working in programs of adult education.

*** *** ***

Especially competences 1, 2, 3: Some of the competences are based on philosophical thought and I believe they are the related generalizations are open to question. That is they are value laden--especially competences 1, 2, and 3. I think they could be reworded.

*** *** ***

1. We accepted these as worthwhile generalizations to help students arrive at.
2. We found the basic concepts paralleled pretty much the basic content of our courses, also we had no trouble identifying the behavioral objectives and activities essential if students could be expected to arrive at the understandings or concepts indicated.

*** *** ***

Have added learning experiences. Used especially competences 5, 6, and 7 in the undergraduate program. Have also used it with supervising teachers.

The two staff members responsible for the undergraduate program are new this fall. They say the document has been helpful as they begin to reorganize our undergraduate program. They speak particularly of its value in connection with objectives for the courses. They see as a strength the statements independence of course placement

*** *** ***

Need to consider how document can be widely distributed in a meaningful way. Must take others through similar processes in order to have them become meaningful to the total program.

*** *** ***

Document useful for working with beginning home economics educators at the college level. Document useful for helping home economics education graduate students identify possible topics for theses and/or reports.

Document could be more useful if elements unique to home economics education were identified.

*** *** ***

One instructor uses this material to evaluate his own teaching, i.e., what competences are gained or particularly gained by student in this particular course. Another instructor uses the material with seniors so that each student may check his own progress toward attainment of the competences needed by the beginning home economics teacher. The material is also used by the entire staff in evaluating and coordinating the total teacher education program.

Although the quality and quantity of work completed in such a short length of time is excellent, some generalizations need refinement. I have some doubts about competence 6 (Uses and Participates in Research) as a competence needed by the beginning home economics teacher. Perhaps this is one area home economics educators will need to give more emphasis at the undergraduate level.

*** *** ***

I am impressed with the quality of the work done at the Nevada meeting. Our staff felt that many of the competences are developed in courses outside of Home Economics Education. They would like to know which ones are unique to Home Economics Education and are therefore our responsibility. (We did not spend enough time together on the document to do as much with it as I would like my group to do.) I believe that "Teaches Effectively" should come earlier in the sequence and thus be given more prominence.

*** *** ***

I did not participate in the Reno seminar. I was impressed with the scope of the document. The breadth appeared good to me. I assumed the major emphasis would be delineated at other meetings and refinements made at that time.

*** *** ***

Took quite a bit of study since I didn't help to develop the generalizations. The undergraduate teachers tried to put their statements of generalizations within this framework. Found organization on professionalism (professional ethics) excellent. We have used the material as a resource in selecting certain selected conceptual statements (modified as needed in working) toward which to teach in home economics education courses. With some changes (wording) they have served as the framework for the organizational structure of the three undergraduate courses in "Organization"--"Methods"--"Student Teaching" and for the "firming up" of the hidden agenda in the out of class activity program for the majors.

They were used in the work done in a faculty committee as the College of Education began to revise their total curriculum in Teacher Education.

*** *** ***

My most recent use of the concept structuring document was with a group of supervising teachers this summer. They found it a very useful way to see what the establishment in home economics education believes important and what their colleges expect of the students.

The supervising teachers analyzed the concepts and generalizations to see which ones are most appropriate for them to work at during the student teaching period.

Their impressions of the materials were, first, amazement and agreement; second, a feeling that they themselves certainly had not achieved these competences; and, third, that we were expecting too much of ourselves as teacher educators and of our students.

Personally, I find the materials useful and valuable as they are now.

Appendix C

BIBLIOGRAPHY

SEMINAR TO IDENTIFY THE STRUCTURE OF KNOWLEDGE IN HOME ECONOMICS EDUCATION AT THE GRADUATE LEVEL

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Appendix D

GROUP ASSIGNMENTS

Group A

1) Refine and continue development of document Concept Structuring of Home Economics Education Curriculum.

2) Give suggestions regarding the use, evaluation and research proposals for the undergraduate level structure.

Group B

1) Initiate and develop a conceptual structure for home economics curriculum content at the graduate level.

2) Give suggestions regarding the use, evaluation and research proposals for the graduate level structure.

Group C

1) Design follow-up evaluation devices for determining the use and effectiveness of the conceptual structures developed in the seminar.

2) Suggest research proposals for testing validity of the materials developed.

Group A

Anthony
Bieber
Bresina, Chairman
Buis
Champoux
Diem
Kohlmann
Midjaas
McAdams
McMillan
Spitze
Smith
Warren

Group B

Alexander
Buntin
Dirks
East
Garrett
Gorman
Hill, Chairman
Lemmon
Logan
Manning
Shear

Group C

Clarke
Dalrymple
Hurt
Johnson
Kreutz
Loftis
Nelson
Peterson, Chairman
Ray

Appendix E

SCHEDULE FOR COMPLETION OF PROJECT

October 29, 1966	1. Participants will receive two copies of work materials last morning of seminar.
Not later than December 15, 1966	2. Participants will send one copy of work materials, with corrections and refinements, to Department Home Economics Education, University of Nebraska. Participants' suggestions will be incorporated in a revised edition.
January 30, 1967	3. University of Nebraska will reproduce revised materials and distribute with evaluation device(s) to seminar participants for use and evaluation during the spring semester and summer term, 1967.
Not later than September 30, 1967	4. Evaluation devices will be sent to University of Nebraska for compilation of data.
November 15, 1967	5. Selected committee will meet to consider data collected through evaluation device(s) and do final editing of conceptual structure--undergraduate and graduate level.
December 1967	6. University of Nebraska will reproduce document and send two copies of the final revision to each seminar participant; one copy for head teacher educators in approved institutions. For wider distribution, copies of document will be available, at cost, through University of Nebraska Bookstore.

Information regarding the project and forthcoming document will be presented in home economics education programs at national association meetings and in professional journals. Seminar directors will contact specific people to write articles for publication.

Appendix F

Evaluation Instrument

Structure of Home Economics Education

Check (✓) one item in each of the following three categories that applies to you.

1. Home economics teacher educator, work principally with preservice program. . . . . _____ (5.1)

   Home economics teacher educator, work principally with in-service and graduate programs. . . . . _____ (5.2)

   Home economics teacher educator, work equally divided between preservice, in-service, and graduate programs. . . . . _____ (5.3)

2. Participated in the Nebraska Seminar, October 1966. . . . . Yes ( ) 6.1 No ( ) 6.2

3. Used material from document when planning courses during spring semester, 1966-67 or summer session, 1966-67. . . . . Yes ( ) 7.1 No ( ) 7.2

Part I

BEHAVIORAL OBJECTIVES FOR HOME ECONOMICS EDUCATION

Read the entire list of objectives and then score each item as to the extent you agree the objective is an important one for the described learner (i.e., prospective teacher or a teacher pursuing continuing or advanced study) to attain.

Circle the number 1, 2, or 3 opposite the item indicating the following:

(1) Agree that objective is important for learner to attain

(2) Uncertain whether objective is important for learner to attain

(3) Disagree that objective is important for learner to attain

---

IT IS EXPECTED THAT UPON COMPLETION OF THE STUDY THE PROSPECTIVE TEACHER WILL BE ABLE TO:

	Agree	Uncertain	Disagree
(Philosophy of Home Economics Education)			
9. State beliefs about home economics education based upon study of the philosophies of home economics and education the the knowledge of contemporary society	1	2	3
10. Communicate and use the philosophy of home economics education in making decisions as a home economics teacher	1	2	3
(Professional Role in Home Economics Education)			
11. Assume responsibilities expected in the professional role of the teacher	1	2	3
12. Employ beliefs about home economics education making decisions regarding the performance of her professional role	1	2	3
13. Integrate a code of ethics into the professional role	1	2	3
14. Plan for own personal and professional development to enhance effectiveness as a home economics educator	1	2	3

Objective (Prospective Teachers)			
(Planning Home Economics Education Programs)	Agree	Uncertain	Disagree
15. Utilize information about the learners, their homes, the community, and the larger society, in planning home economics education	1	2	3
16. Perceive the field of home economics as an instructional area	1	2	3
17. Organize home economics education offerings into a sequential and integrated pattern to meet educational needs of learners	1	2	3
18. Plan a home economics education program which will contribute to the total educational program	1	2	3
19. Work cooperatively with co-workers to develop programs and to enrich and supplement offerings.	1	2	3
(Using the Educative Process in Home Economics Education Program--Teaches Effectively)			
20. Structure learning experiences in home economics appropriate to objectives which are based upon the learner's needs, interests, and abilities	1	2	3
21. Guide student through appropriate learning experiences to help them perceive content, achieve objectives, and develop ability to arrive at an understanding of generalizations	1	2	3
22. Help students become receptive to the learning experiences	1	2	3
23. Select and utilize a variety of methods appropriate to home economics content as an aid to perception . .	1	2	3
24. Establish and maintain a classroom climate which facilitates learning in home economics education. . .	1	2	3
25. Select and use resources which are appropriate to the content and objectives in home economics.	1	2	3
26. Use evaluation procedures as an integral part of teaching and to assess progress toward goals.	1	2	3
(Research Aspects of Home Economics Education)			
27. Become an intelligent consumer of educational research.	1	2	3
28. Value the role of research in solving educational problems.	1	2	3
29. Engage in practical experimentation	1	2	3

Part I

BEHAVIORAL OBJECTIVES FOR HOME ECONOMICS EDUCATION (Cont.)

Read the entire list of objectives and then score each item as to the extent you agree that the objective is an important one for the described learner (i.e., prospective teacher or a teacher pursuing continuing or advanced study) to attain.

Place a check (✓) opposite the item indicating the following:

(1) Agree that objective is important for learner to attain.

(2) Uncertain whether objective is important for learner to attain.

(3) Disagree that objective is important for learner to attain.

IT IS EXPECTED THAT UPON COMPLETION OF THE STUDY, THE TEACHER PURSUING CONTINUING OR ADVANCED STUDY WILL BE ABLE TO:

(Philosophy of Home Economics Education)	Agree	Uncertain	Disagree
30. Examine assumptions held about the nature of man, the nature of knowledge, the nature of home economics, the nature of contemporary society; and integrate these with experience in teaching home economics to develop a philosophy of home economics education.	1	2	3
31. Analyze own professional behavior in terms of personal philosophy.	1	2	3
(Professional Role in Home Economics Education)			
32. Analyze the roles inherent in various positions in home economics education	1	2	3
33. Synthesize theories of change, communication, personality, and learning to achieve greater effectiveness as director of learning	1	2	3
34. Evaluate consistency of professional behavior with expected role performance.	1	2	3
35. Analyze own personal capabilities and the leadership needs of the profession in making decisions regarding contribuions to the profession	1	2	3
36. Plan a program of study to attain goals for professional edvelopment and leadership in home economics education.	1	2	3

Objectives (Advanced Study) (Planning Home Economics Education Programs)	Agree	Uncertain	Disagree
37. Examine social, economic, and educational forces which affect individuals and families, and ascertain implications that have relevance for home economics education.	1	2	3
38. Perceive the contributions of various disciplines to home economics education, and synthesize for planning home economics education.	1	2	3
39. Select and organize home economics knowledge and skills that are significant for various learners . .	1	2	3
40. Evaluate factors which affect implimentation of curriculum plans.			
(Using the Educative Process in Home Economics Program--Teaches Effectively)			
41. Refine selection of teaching methods through intergrating teaching experience with knowledge of the learning process and knowledge of student receptivity	1	2	3
42. Establish and maintain classroom environmental factors conductive to bringing about behavioral changes. . .	1	2	3
43. Establish criteria for selecting instructional media which help learners attain the objectives in home economics education program.	1	2	3
44. Encourages use of evaluative procedures by learners and utilize evaluative results to improve the instructional program.	1	2	3
(Research Aspects of Home Economics Education)			
45. Demonstrate competence in evaluating, interpreting and using research data.	1	2	3
46. Engage in research that is relevant to home economics teaching responsibility.	1	2	3
47. Understand the relationship between teaching and research.	1	2	3
48. Plans research projects which question and/or give new insights into problems related to home economics education.	1	2	3
49. Assists others in acquiring a variety of research skills.	1	2	3

Objectives (Advanced Study)

	Agree	Uncertain	Disagree
50. Selects appropriate procedures, instruments, tools, and methods of analysis to the solution of problems	1	2	3
51. Motivates others in developing interest in conduction and using research.	1	2	3
52. Uses guidelines of generally acceptable authorities in reporting research.	1	2	3

Part II

GENERALIZATIONS IN HOME ECONOMICS EDUCATION

Read each item separately, then score as to the extent you agree the generalization is essential in home economics education program for the described learner (i.e., prospective teacher or a teacher pursuing continuing or advanced study) to attain.

Circle the number 1, 2, or 3 opposite the item indicating the following:

(1) Agree that generalization is essential in home economics education

(2) Uncertain whether the generalization is essential in home economics education

(3) Disagree that the generalization is essential in home economics education

CONTENT FOR PROSPECTIVE TEACHERS	Agree	Uncertain	Disagree
(Philosophy of Home Economics Education)			
53. A philosophy of home economics education is based on facts, attitudes, and beliefs about life, home economics, and education.	1	2	3
54. When the values underlying the role of the home economics teacher are internalized, they become a consistently controlling force on behavior. . . .	1	2	3
55. Conflicts between one's values are resolved by examining values and deciding relative importance; not all conflicts in one's philosophy are resolved; however, one can continue to function with effectiveness when agreement is not reached within one's self.	1	2	3
56. Individuals and groups can change patterns of belief and values which make up an operating philosophy.	1	2	3
57. To understand the values of others requires both objectivity and empathy. Because of the diversity among cultural groups within home economics programs, direct or vicarious contacts with those who hold widely differing values and beliefs help the home economics teacher recognize implications of own values and those held by others.. .	1	2	3
58. Contemporary social issues and practices and their underlying values affect the content of home economics education programs.	1	2	3.
(Professional Role in Home Economics Education)			
59. The professional role of the teacher includes being a director of learning, teacher-counselor, mediator of the culture, member of the school community, link between school and community, and a member of the profession.	1	2	3

	Agree	Uncertain	Disagree
60. The teacher role in home economics is delimited by the field of home economics as an instructional area and knowledge of principles of education which are fundamental in guiding learning.	1	2	3
61. Identification with the teaching role of the home economist develops through association with persons committed to the goals and values of the home economics and the teaching professions, and from the study of the contributions of leaders in these fields.	1	2	3
62. Stages in the development of the home economics educator extend from recognition of professional responsibility to commitment to the underlying values of the profession.	1	2	3
63. Professional commitment is fostered through intellectual understanding of the fields of home economics and education.	1	2	3
64. Professional commitment is evidenced by behavior revealing acceptance of professional role, by identification with goals larger than one's own, and by behavior consistent with these goals.	1	2	3
65. The acceptance of a home economics educator in the teaching profession is related to the extent of adherence to a professional code of ethics	1	2	3
66. The reputation of a professional field is affected by the integrity and ethics of its members.	1	2	3
67. In fulfilling the professional role a home economics teacher assumes responsibility for continuous self-evaluation as a means of identifying needs for personal and professional growth.	1	2	3
68. Opportunities for personal and professional growth are provided through assuming the responsibilities of the professional role.	1	2	3
(Planning Home Economics Education Programs)			
69. Home economics education is effective to the extent that developmental characteristics, needs, and concerns of learners are taken into account in planning.	1	2	3
70. Functional programs in home economics education are planned for the individual in relation to the family and community situations.	1	2	3
71. Examination of home economics as an area of instruction gives a basis for selection content and offers guidance in the choice and pattern of curriculum.	-	2	3

Generalization -(Prospective Teacher)

	Agree	Uncertain	Disagree
72. Selecting content from the field of home economics requires knowing how home economics is and should be reflected in curriculum	1	2	3
73. The program of home economics education has a maximum cumulative effect when instruction and co-curricular aspects are organized in a continuous, sequential, and integrated pattern.	1	2	3
74. Learning sequence can be maintained when closely related concepts are organized into units which become guides for the development of lesson plans.	1	2	3
75 Continuous evaluation in terms of attainment of objectives gives direction to program planning. . . .	1	2	3
76. The total educational program is strengthened when various subject matter areas contribute to the overall school objectives.	1	2	3
77. An integrated educational experience for learners is more likely to result when the philosophy and the curriculum in home economics education is compatible with the philosophy and curriculum of the school	1	2	3
78. Effectiveness of local program planning may be enhanced by utilizing the resources in home economics education of state departments of education and teacher education institutions.	1	2	3
79. Changes in home economics education programs are promoted by growth of personnel through involvement in study, experimentation, and evaluation	1	2	3
80. Effecting changes in program development is dependent on dynamics within the group of program planning participants.	1	2	3
(Using the Educative Process in Home Economics Programs - - - Teaches Effectively)			
81. A precise statement of an educational objective defines the expected pupil behavior (cognitive, affective, or psychomotor),identifies the concept to be taught, and indicates the level of achievement	1	2	3
82. As objectives, content, learning experiences, resources and evaluation becomes related and integrated, they provide a plan for teaching.	1	2	3
83. When educational objectives are stated in terms of behavior desired in learners, they provide guides for planning learning experiences, selecting content, and evaluating learning.	1	2	3
84. The statement of an objective indicates the content to be taught and types of experiences needed for its achievement.	1	2	3

Generalization (Prospective Teacher)

	Agree	Uncertain	Disagree
85. Concepts related to each objective assist in identifying, structuring, organizing, and unifying subject matter content needed, and serve as a guide in directing thinking.	1	2	3
86. Concepts are developed through experience, through reflection upon experience, and through abstraction from experience.	1	2	3
87. If experiences provided at one level are built upon the experiences developed in the preceding level, depth and breadth in the development of concepts will result.	1	2	3
88. A generalization related to a concept is a complete thought which expresses an underlying truth, has an element of universality, and usually indicates relationship between concepts.	1	2	3
89. Generalizations are likely to be of lasting use to learners if the learners are led to summarize learnings in statements that have broad meaning. .	1	2	3
90. A thorough understanding is necessary in order for students to develop ability to generalize and to make application of learning to new situations. Understanding grows out of experiences (discovering, seeing, handling, feeling).	1	2	3
91. Students need help to follow through with enough learning experiences in meaningful sequence so concepts are clear (so they understand the <u>big ideas</u>).	1	2	3
92. Knowledge of learners provides one basis for planning learning experiences geared to their individual needs, concerns, abilities, problems, developmental stages, previous learnings, and experiences.	1	2	3
93. Student involvement in planning for learning increases motivation and achievement.	1	2	3
94. If a student has learning experiences which are satisfying he is likely to continue learning. . . .	1	2	3
95. Knowledge that is organized and related is more likely to be learned, retained, and applied in new situations.	1	2	3
96. Experiences in the application of scientific principles contribute to the quality and depth of learning.	1	2	3
97. Learning tends to be applicable to use if it takes place in a situation similar to that in which it is to be used and immediately preceding the time when it is needed.	1	2	3

Generalization (Prospective Teacher)

	Agree	Uncertain	Disagree
98. When learners are guided to develop their own generalizations and recognize where they apply, transfer of learning is facilitated.	1	2	3
99. Learning tends to be efficient to the extent that both school and home experiences are the means of satisfying needs and attaining important goals. . .	1	2	3
100. Efficiency of learning is increased when learners are motivated and instruction provides for individual differences among learners, classes, and teachers. .	1	2	3
101. The sequence of experiences in the study of a problem and the sequence of problems studied are determined by the nature of and the learner's current understanding of the problems.	1	2	3
102. A variety of learning experiences helps the learners to increased depth and meaning of concepts, and to validate these concepts.	1	2	3
103. Different individuals learn through different media with varying degrees of success.	1	2	3
104. The use of methods which are particularly suited to the behavioral outcome desired and to the generalizations to be developed enhance the teaching-learning process.	1	2	3
105. The purpose or expected outcome of any learning experience will determine teaching methods and techniques that can assure learning efficiency. . .	1	2	3
106. The success of a specific method depends upon the skill of the individual teacher, the suitability for the learners, and the objective to be attained.	1	2	3
107. Opportunities for learners to be creative serve to help counteract the influences of automation and standardization increasingly present in daily life, and foster the development of the potentialities of each individual.	1	2	3
108. When students have learning experiences which help them arrive at understandings through inductive reasoning and provide opportunities to apply generalizations, retention is aided.	1	2	3
109. Communication in the classroom is concerned with conveying intellectual content, attitudes, and values.	1	2	3
110. Communiation is verbal or non-verbal and includes signs, symbols, and objects by means of which meanings are conveyed to the learner.	1	2	3

Generalization (Prospective Teacher)

	Agree	Uncertain	Disagree
111. The nature of what is to be communicated influences the choice of media employed, which in turn influences the effectiveness of the communication for individuals.	1	2	3
112. Clear organization and precise wording contributes to the clarity of communication in verbal form. . .	1	2	3
113. A variety of communicative behaviors such as defining, describing, designating, stating, reporting, classifying, comparing, contrasting, questioning, and demonstrating contribute to guidance of learning.	1	2	3
114. If a teacher becomes aware of the effect of her classroom behavior, she is then in a position to modify it in terms of its effects.	1	2	3
115. Classroom management involves making decisions regarding teaching-learning activities, facilities, classroom control, department finances, use of personal and material resources, and handling of needed reports.	1	2	3
116. The teacher's effectiveness in leadership of a class is affected by understanding of student needs, mutuality of goals, understanding of instructional processes and productivity in achievement of goals, and maintenancy of group solidarity.	1	2	3
117. Many of the decision-making and other aspects of management required in the home economics department can provide learning experiences for students.	1	2	3
118. The use of instructional resources is effective to the extent that they promote learning and/or increase learner's motivations.	1	2	3
119. The teaching-learning process is enhanced by the use of a variety of up-to-date and reliable materials appropriate to the purposes to be served.	1	2	3
120. Vicarious experiences can substitute for direct contact with real objects or experiences, thus extending the types of learning experiences beyond those for which actual objects are available. . .	1	2	3
121. The physical setting for teaching-learning activities helps interpret the teacher's educational philosophy and provides opportunities for pupils to develop creativity and appreciation of beauty. .	1	2	3
122. Planning for learning experiences will be facilitated by keeping an up-to-date comprehensive and well-organized filing system for records, references, and illustrative material.	1	2	3

Generalization (Prospective Teacher)

	Agree	Uncertain	Disagree
123. Evaluation is an integral part of the total educational program and involves: (a) clarification of objectives in behavioral terms and content, (b) the development and use of a variety of ways of getting evidence on change in students, (c) appropriate ways of summarizing and interpreting that evidence, and (d) the use of information gained to improve curriculum, teaching, and guidance.	1	2	3
124. Evaluation in education is concerned with appraising change in the behavior of learners, including assessment of growth in cognitive abilities, affective behaviors, and psychomotor skills and abilities that give evidence of attainment of objectives.	1	2	3
125. Measurement is that part of the evaluation process which provides quantitative evidence in relation to specific and well-defined characteristics.	1	2	3
126. Consistent, cooperative, and continuous evaluation helps the learner and the teacher to see the amount and kind of progress being made by the learner and helps the teacher and learner appraise the effectiveness of the teaching-learning process, so that re-teaching can be done as needed.	1	2	3
127. Evaluation techniques and devices may be judged by the criteria of validity, reliability, objectivity, their ability to discriminate, and practicability.	1	2	3
128. The appropriateness of the methods selected or developed to collect evaluation data affects the validity of the evidence obtained.	1	2	3
(Research Aspects of Home Economics Education)			
129. Use of research findings assists the teacher in approaching educational problems in a scholarly manner.	1	2	3
130. Participation in experimentation or research conducted by others leads to appreciation for information based on research.	1	2	3

Part II

GENERALIZATIONS IN HOME ECONOMICS EDUCATION

Read each item separately, then score as to the extent you agree the generalization is essential in home economics education program for the described learner (i.e., prospective teacher or a teacher pursuing continuing or advanced study) to attain.

Circle the number 1, 2, or 3 opposite the item indicating the following:

(1) Agree that generalization is essential in home economics education

(2) Uncertain whether the generalization is essential in home economics education

(3) Disagree that the generalization is essential in home economics education

---

CONTENT FOR TEACHER PURSUING CONTINUING OR ADVANCED STUDY

(Philosophy of Home Economics Education)	Agree	Uncertain	Disagree
131. The actions of a home economics teacher are influenced by her philosophy which is a synthesis of teaching experiences and beliefs about life, home economics, and education.	1	2	3
132. Home economics is a field of study and service which shares with other fields of study and service the common goal fo promoting full development of human beings.	1	2	3
133. Because several professional fields make a unique approach to the achievement of the common goal of human welfare and development, the home economist needs to work cooperatively with people in other fields.	1	2	3
134. In order to assess the impact of the changing culture on philosophical orientations of life, education, vocational education, and home economics, one needs to identify constants and trends and make hypotheses about the future of the culture. .	1	2	3
135. A logical rationale for generating and evaluating a philosophy of home economics is consistent with the ultimate goals of home economics based on reasoned hypotheses drawn from an analysis of the past, present, and future of society and home economics, and provides criteria for determining professional responsibility.	1	2	3

Generalization (Advanced Study)

(Professional Role in Home Economics Education)	Agree	Uncertain	Disagree
136. The professional roles of home economics educators are delimited by the fields of home economics and education.	1	2	3
137. Knowledge about a variety of professional positions related to home economics education contribute to the effectiveness of a home economics educator. . .	1	2	3
138. In the director of learning role, home economics educators are effective to the extent that they integrate theory with practice.	1	2	3
139. Professional behavior is evaluated in terms of the consistency between the behavior of the individual in the role and the behavior ascribed to the role.	1	2	3
140. Progress and improvement of home economics education is dependent upon the extent to which all home economics educators exercise a leadership function. . .	1	2	3
(Planning Home Economics Education Programs)			
141. Study and evaluation of current social, economic, and educational forces reveal implications for planning programs in home economics education to meet needs of individuals and families.	1	2	3
142. Contributions from social, philosophical, and psychological sources in education planning enlarges the basis for home economics curriculum development and evaluation.	1	2	3
143. An integrated educational experience is in harmony with the philosophy and purposes of the total educational program and is oriented to the society in which the student is to function professionally	1	2	3
144. Rapid and continued growth of home economics knowledge and skills requires continual examination and evaluation of content selected for curriculum.	1	2	3
145. Evaluating the complex factors of curriculum change facilitates in acquiring the necessary insights and skill for making decisions regarding curriculum improvement.	1	2	3
146. Curriculum changes are facilitated when the home economics educator has an awareness of the dynamics of human interactions.	1	2	3

Using The Educative Process In Home Economics Education Programs-- Teachers Effedtively	Agree	Uncertain	Disagree
147. A student is ready to learn new knowledge when he has mastered the prerequisites through previous learning.	1	2	3
148. Planning for learning is a matter of specifying and ordering the prerequisite capabilities to be learned.	1	2	3
149. The essential aspects of instruction include establishing motivation, presenting suitable stimulus situations, delivering verbal communication and providing for feedback.	1	2	3
150. The quantity and accuracy of a student's learning depend on how receptive he is to the learning experience, and this depends on his adjustment, motivation, and readiness.	1	2	3
151. Transfer of learning is a process by which the learner makes broad application of learned capabilities to novel and practical situations and builds upon additional or advanced knowledge.	1	2	3
152. An analysis of results of evaluative procedures gives clues to the effectiveness of the instruction	1	2	3
153. Assessment provided during instruction enables a learner and teacher to perceive the results of learning activitees.	1	2	3
154. The use of evaluative procedures can assist students in becoming decreasingly dependent on external agents and develop own standards against which to judge achievements.	1	2	3
155. Instructional media are selected on the basis of the extent to which they perform an instructional function.	1	2	3
(Research Aspects of Home Economics Education)			
156. Adeptness in interpretation and evaluation of research leads to dis criminating use of research.	1	2	3
157. Educational research perfects knowledge by challenging basic assumptions and aims at revising accepted conclusions, theories, or principles in light of newly discovered facts.	1	2	3
158. Research serves as a source of knowledge for teaching, and the teaching-learning process provides phenomena for research.	1	2	3

Generalization (Advanced STudy)

	Agree	Uncertain	Disagree
159. Researchers understanding a field of specialization and teaching methodology are able to investigate the relationship between substance and process in education.	1	2	3
160. The effectiveness of reporting research data is increased by the simplicity, clarity, consistency, and directness of the communication.	1	2	3
161. Familiarity with research literature and participation in research enhance the researchers general skill and ability in using research processes.	1	2	3
162. Educational research provides a methodology for questioning propositions that are basic to the theory and practice of the procedures, methods, techniques, and instruments inherent in the educative process.	1	2	3
163. Familiarization with the strengths and limitations of a wide variety of research tools enables the researcher to select those tools appropriate for the designated purpose.	1	2	3

Appendix G

HOME ECONOMICS TEACHER EDUCATORS NOT PARTICIPATING IN THE SEMINAR REQUESTED TO ASSIST IN EVALUATION OF MATERIALS

Dr. Marie Banks	State University College, New York
Miss Mary Below	Tennessee Polytechnia Institute
Dr. Margaret Jane Brennan	Western Michigan University
Miss Marion Brown	University of Vermont
Dr. Marjorie Brown	University of Minnesota
Dr. Sara Ann Brown	West Virginia University
Dr. Flossie Byrd	Prairie View A & M College
Dr. June Cozine	Oklahoma State University
Dr. Anna Faults	Southern Illinois University
Dr. Louise Fernandoz	New York University
Dr. Lillyan Galbraith	South Dakota State College
Dr. Phyllis Greenhouse	Arkansas M & N College
Miss Berneita Hendrix	New Mexico State University
Dr. Fern Horn	Wisconsin State University
Dr. Betty Lane	Georgia Southern College
Dr. Thelma Leonard	Louisiana State University
Dr. Phyllis Lowe	Purdue University
Mrs. Louise Mac Kenzie	University of Rhode Island
Miss Isabella McQueston	Oregon State University
Dr. Mary Mather	University of Illinois
Miss Marjorie Moravek	University of Minnesota, Mankato
Dr. Gwendolyn Newkirk	North Carolina State College
Dr. Naoma Norton	Los Angeles State College
Dr. Barbara Osborn	University of Connecticut
Dr. Arleen Otto	Teachers College, Columbia University
Dr. Beatrice Petrich	Northern Illinois University
Mrs. Virginia Poulson	Brigham Young University
Mrs. Ruth B. Ridenour	University of Idaho
Dr. Josephone Bartow Rudd	North Dakota State University
Mrs. Freddie Simonds	Central Michigan University
Dr. M. Catherine Starr	Sacramento State College
Mrs. Mary Ellen Pope	Mississippi State College for Women
Miss Joanne Wohlgenant	Washington State University

Appendix H

FREQUENCY OF AGREEMENT THAT OBJECTIVE IS IMPORTANT FOR PROSPECTIVE TEACHERS TO ATTAIN

	Respondents in Agreement	
Objective	No.	%
10	53	1.00
23	52	.98
20	51	.96
25	50	.94
24	50	.94
11	50	.94
15	50	.94
21	49	.92
19	49	.92
14	49	.92
18	48	.91
13	48	.91
26	47	.89
17	47	.89
12	47	.89
9	46	.87
16	43	.81
28	42	.79
22	41	.77
29	35	.66

Appendix I

FREQUENCY OF AGREEMENT THAT GENERALIZATION IS ESSENTIAL IN PROGRAMS FOR PROSPECTIVE TEACHERS

Generalization	Respondents in agreement	
	No.	%
75	51	96
117	49	92
103	49	92
88	49	92
126	48	91
115	48	91
104	48	91
99	48	91
98	48	91
86	48	91
83	48	91
82	48	91
67	48	91
53	48	91
124	47	89
123	47	89
119	47	89
106	47	89
96	47	89
95	47	89
94	47	89
92	47	89
90	47	89
89	47	89
85	47	89
79	47	89
74	47	89
118	46	87
102	46	87
93	46	87
89	46	87
78	46	87
77	46	87
73	46	87
58	46	87
129	45	85
122	45	85
120	45	85
110	45	85
114	45	85

Appendix I (Cont'd)

Generalization	No.	%
91	45	85
81	45	85
76	45	85
70	45	85
69	45	85
121	44	83
111	44	83
112	44	83
113	44	83
100	44	83
97	44	83
62	44	83
128	43	81
127	43	81
108	43	81
59	43	81
125	42	79
116	42	79
109	42	79
64	42	79
57	40	75
61	39	74
130	38	72
54	38	72
63	37	70
56	37	70
80	36	68
68	36	68
105	35	66
101	35	66
71	34	64
107	33	62
55	32	60
72	29	55
84	28	53
60	27	51
65	23	43

Appendix J

FREQUENCY OF AGREEMENT THAT OBJECTIVE IS IMPORTANT FOR TEACHERS PURSUING ADVANCED STUDY TO ATTAIN

Objectives - Advanced Study

	Respondents in Agreement	
Objectives	No.	%
45	50	94
38	50	94
37	50	94
31	50	94
47	49	92
39	49	92
33	48	91
44	47	89
30	47	89
50	46	87
35	46	87
52	45	85
43	44	83
42	43	81
40	43	81
41	42	79
36	42	79
46	41	77
34	41	77
51	40	75

Appendix J (Cont'd)

Objectives	No.	%
48	37	70
32	36	68
49	29	55

Appendix K

FREQUENCY OF AGREEMENT THAT GENERALIZATION IS ESSENTIAL IN PROGRAMS FOR TEACHERS PURSUING ADVANCED STUDY

Generalization	Respondents in Agreement	
	No.	%
158	51	96
141	50	94
154	49	92
153	49	92
144	49	92
163	48	91
156	48	91
152	48	91
146	48	91
142	48	91
133	48	91
161	47	89
131	47	89
162	46	87
160	46	87
157	46	87
151	46	87
138	46	87
150	45	85
143	45	85
135	44	83
159	43	81
155	43	81
145	42	79
134	42	79
149	41	77
137	40	75
140	37	70
139	37	70
148	33	62
147	27	51
136	25	47

Appendix L

HOME ECONOMICS EDUCATION

OBJECTIVES AND GENERALIZATIONS

RELATED TO

SELECTED CONCEPTS

Preface

Home economics education is a dynamic configuration of those intellectual processes and that philosophy and knowledge from home economics and professional education that is required for the development of competences needed to enable the home economics educator to foster the development of individuals and families.

In developing this document, attention was given to the aspects of the teacher education program that were thought to concern home economics teacher educators primarily, even though the responsibliity may be shared by other educators.

Context for Viewing Home Economics Education

Members attending the seminar accepted the following statements of philosophy and objectives as a framework for viewing home economics education. They are:

1. Desired outcomes of education.

   The seminar accepted the following goals for education identified by French and Associates.[1]

   a. Attaining maximum intellectual growth and development
   b. Becoming culturally oriented and integrated
   c. Maintaining and improving physical and mental health
   d. Becoming economically competent

2. Nature of home economics:

   The American Home Economics Association issued a statement of philosophy and objectives that serves as a guide to home economists. The ideas of special significance for home economics education are:[2]

   a. Home economics is the field of knowledge and service primarily concerned with strengthening family life through:

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[1] Will French and Associates. Behavioral Goals of General Education in High School. New York: Russell Sage Foundation. 1957 pp. 88-9.

[2] Committee on Philosophy and objectives of Home Economics. New Directions: A Statement of Philosophy and Objectives. American Home Economics Association. 1959. pp. 5-6.

1. Educating the individual for family living
2. Improving the services and goods used by families
3. Conducting research to discover the changing needs of individuals and families and the means of satisfying these needs
4. Furthering community, national, and world conditions favorable to family living

b. "Home economics synthesizes knowledge drawn from its own research, from the physical, biological, and social sciences and the arts and applies this knowledge to improving the lives of families and individuals."

c. "Though home economics is not the only professional field dealing with one or more of the aspects of living, it is the only field concerned with all of them, with their interrelationships, and with the total pattern which they form. It is the only field concerned with helping families shape both the parts and the whole of the pattern of daily living."

3. Responsibilities of home economics education:

a. Programs of home economics education include varying proportions of general-liberal education, home economics subject matter education, general professional education, and home economics education. Home economics education assumes responsibility in cooperation with the forementioned areas to prepare home economics educators for:

1. Elementary and secondary school programs
2. Adult and continuing education programs
3. Youth programs
4. Teacher education programs
5. Administration and supervision
6. Research

4. Expanding opportunities for home economics education:

a. Home economics contributes directly to preparation for the occupation of homemaking, for assuming responsibilities of home and family life, and for employment in occupations using knowledge and skills of home economics. These contributions are made through expanding educational and welfare programs for:

1. Persons with special needs--the undereducated, handicapped, displaced, older citizens and young married groups

2. Persons preparing to work in service occupations at less than professional level
3. Persons living in a variety of cultural settings in this and other countries
4. Persons having dual responsibilities of homemaking and employment outside the home.

5. Organizing concepts for home economics education:

   a. The following concepts were believed to comprise the fundamental ideas around which both the pre-service and advanced study programs are based in home economics education. They are:

      1. Philosophy of home economics education
      2. Professional role of home economics education
      3. Program planning in home economics
      4. Education process in teaching home economics
      5. Research in home economics education

Other than the concept headings under which the items are grouped, no other attempt was made to order the items. They appear in random order.

Definitions Used in Document

The following terms have been used in this document as defined:

Behavioral objective. An aim or goal stated in terms of the kind of behavior to be developed in the student and the content or areas of life in which this behavior is to operate.

Concept. Abstraction used to organize the world of objects and events into a smaller number of categories.

Generalization. A statement that expresses an underlying truth, has an element of universality, and usually indicates relationship between two or more concepts.

Pre-service program. A program that focuses on the concepts and abilities basic to assuming responsibilities as a beginning home economics educator.

Advanced study. A program that builds upon the pre-service programs and includes selected concepts which enables the home economics educator to expand and/or extend his competences.

Home Economics program. Instruction designed to assist boys and girls, men and women understand and solve problems in personal, home and family living.

Home Economics Education. A program at the college and/or university level which prepares students for professional service, such as teachers of home economics programs, personnel supervision, administration, and research.

Concept I: PHILOSOPHY OF HOME ECONOMICS EDUCATION

A. Objectives:

It is expected that upon completion of study the prospective teacher will be able to:

1. Integrate the philosophies of home economics and education with knowledge of contemporary society formulating professional beliefs.

2. Communicate and use an educational philosophy in making decisions as a home economics teacher.

B. Generalizations:

1. An educational philosophy for home economics is based on facts, attitudes, and beliefs about life, home economics and education.

2. When the values underlying the role of the home economics teacher are internalized, they become a consistently controlling force on professional behavior.

3. To understand the values of others requires both objectivity and empathy as well as direct and vicarious contacts with those who hold widely differing values and beliefs.

Concept II: PROFESSIONAL ROLE IN HOME ECONOMICS EDUCATION

A. Objectives:

It is expected that upon completion of study the prospective teacher will be able to:

1. Assume responsibilities appropriate to the professional role.

2. Integrate a code of ethics into the professional role.

3. Plan for own personal and professional development to enhance effectiveness as a home economics educator.

4. Recognize and cooperate with community efforts which influence individual and family well-being.

B. Generalizations:

1. The teacher who fulfills his professional role of the teacher is a director of learning, teacher-counselor, mediator of the

culture, member of the school community, a link between school and community, and a member of the profession.

2. The home economics teacher role is defined by the field of home economics as an instructional area and principles of education which are fundamental in guiding learning.

3. Interaction with others in professional activities provides opportunities for professional growth.

4. Professional commitment is fostered through understanding the fields of home economics and education

5. Professional commitment is evidenced by acceptance of a professional role, identification with goals larger than one's own, and by behavior consistent with these goals.

6. A code of ethics identifies accepted professional conduct by members of a group.

7. In fulfilling the professional role a home economics teacher assumes responsibility for continuous self-evaluation and professional growth.

Concept III: PROGRAM PLANNING IN HOME ECONOMICS

A. Objectives:

It is expected that upon completion of study the prospective teacher will be able to:

1. Identify education trends and implications that have relevance for the home economics program.

2. Utilize information about the learners, their homes, the community, and the larger society, in planning home economics programs.

3. Comprehend the scope of home economics as an instructional area.

4. Organize home economics offerings into a sequential and integrated pattern to meet needs of learners.

5. Plan home economics programs which will contribute to the total educational goals.

6. Develop programs cooperatively with co-workers, in order to enrich and supplement offerings.

B Generalizations:

1. Contemporary social issues, practices and underlying values affect the content of home economics programs.

2. A home economics program is most effective when the developmental characteristics, needs, and concerns of learners are the basis for planning.

3. Programs in home economics are functional when family and community situations are given consideration in planning.

4. Examination of all areas of home economics provides a basis for selecting curriculum patterns of specific content.

5. The cumulative effect of the home economics program is greatest when instruction and co-curricular aspects are organized in a continuous, sequential, and integrated pattern.

6. When closely related concepts are organized into units which become guides for the development of lesson plans a learning sequence evolves.

7. Continuous evaluation in terms of attainment of objectives gives direction to program planning.

8. When the contributions of home economics to the overall educational objectives are seen in relation to the contribution of the other disciplines or subjects the total program is strengthened.

9. An integrated educational experience for learners is most likely to result when the philosophy and curriculum of home economics are compatible with the philosophy and curriculum of the school.

10. Effectiveness of local home economics program planning may be enhanced by utilizing the resources of governmental agencies, educational institutions, and professional organizations.

11. Changes in home economics programs are promoted through involvement of personnel in study, experimentation, and evaluation.

12. Effecting change in programs is dependent on the dynamics within the groups involved.

13. Rapid and continued growth of home economics knowledge requires continual evaluation and revision of content selected for curriculum.

14. Evaluation is an integral part of the total educational program and involves: (a) clarification of objectives in behavioral terms and content, (b) the development and use of a variety of ways of getting evidence on change in students, (c) appropriate ways of summarizing and interpreting that evidence, and (d) the use of information gained to improve curriculum, teaching, and guidance.

Concept IV: EDUCATIVE PROCESS IN TEACHING HOME ECONOMICS

A. Objectives:

It is expected that upon completion of study the prospective teacher will be able to:

1. Recognize the nature of verbal and non-verbal communication and assess its effect on learning.

2. Select and direct learning experiences appropriate to the achievement of objectives, and the development of generalizations.

3. Utilize motivation of learner in carrying out an instructional plan.

4. Select and utllize a variety of methods and resources to achieve specified behavioral outcomes.

5. Establish and maintain a classroom climate which facilitates learning in home economics.

6. Use evaluation as an integral part of teaching and learning process.

B. Generalizations:

1. A precise statement of an educational objective defines the expected pupil behavior, identifies the concept to be taught, and indicates the level of achievement.

2. In effective teaching the objectives, content, learning experiences, resources and evaluation are clearly related and integrated.

3. When educational objectives are stated in terms of behavior desired in learners, they provide guides for planning learning experiences, selecting content, and evaluating learning.

4. Concepts are developed through experiences, through reflection upon experiences, and through abstraction from experiences.

5. A generalization is a complete thought which expresses an underlying truth, has an element of universality, and usually indicates relationship between concepts.

6. A thorough comprehension of basic facts and concepts is necessary for students to generalize and make application of learning to new situations.

7. Student involvement in planning for learning stimulates interest in achieving objectives.

8. Satisfying learning experiences contribute to continued learning.

9. Organizing content facilitates learning, retention and use of knowledge in new situations.

10. Experiences in the application of principles and generalization contribute to the quality and depth of learning.

11. Learning tends to be applicable if it takes place in a situation similar to that in which it is to be used and when the learner recognizes that it is needed.

12 When learners are guided to develop their own generalizations and recognize where they apply, transfer of learning is facilitated.

13. Efficiency in the educative process is increased when instruction accomodates individual differences among learner, classes, and teachers.

14. A variety of learning experiences in using a concept helps the learner validate his concept.

15. The effectiveness of various media differs with individual learners.

16. The success of a specific method depends upon the skill of the individual teacher, the suitability for the learners, and the objective to be attained.

17. Communication is the verbal and non-verbal process by which meanings are conveyed to the learner.

18. Learners can be guided in the learning process through a planned sequence of carefully formulated questions.

19. If a teacher becomes aware of the effect of her behavior upon learners she is then in a position to make modifications in behavior.

20. Classroom management involves making decisions regarding teaching-learning activities, use of facilities, and resources.

21 Many of the decision-making and organizational activities in the home economics department can provide learning experiences for students.

22. If resource materials are to serve the educational purpose adequately they must be up-to-date and reliable.

23. The teaching-learning process is enhanced by the use of a variety of up-to-date and reliable materials appropriate to the purposes to be served.

24. Vicarious experiences can substitute for direct experiences, thus extending the types of learning experiences beyond those for which actual objects or events are available.

25. Planning for learning experiences will be expedited by well-organized storage of references and teaching materials.

26. Measurement is that part of the evaluation process which provides quantitative evidence in relation to the attainment of objectives.

27. Consistent, cooperative, and continuous evaluation helps the learner and the teacher see the amount and kind of progress being made by the learner and the effectiveness of the teaching-learning process.

28. Evaluation techniques and devices may be judged by the criteria of validity, reliability, and practicability.

29. The quality of teaching is dependent on the quality and availability of reliable and valid materials and media.

30. When the teaching strategy includes the method of inquiry, the learner is more apt to acquire a productive pattern of solving problems.

31. The learning environment and climate affect quality and efficiency of learning.

32. When there is a change and variety in learning environment, the learner is more apt to sustain a high level of performance.

33. Learning can be facilitated when the director of learning recognizes and utilizes the dynamics of interaction within the group.

34. Teaching processes which serve to reinforce desired behaviors of the learner facilitate learning.

Concept V: RESEARCH IN HOME ECONOMICS EDUCATION

A. Objectives:

It is expected that upon completion of study the prospective teacher will be able to:

1. Use research findings to improve the teaching-learning process.

2. Appreciate the role of research in solving educational problems.

3. Engage in practical classroom experimentation.

B. Generalizations:

1. The use of research findings assists the teacher in solving educational problems.

2. Participation in experimentation or research conducted by others leads to appreciation for information based on research.

Concept I: PHILOSOPHY OF HOME ECONOMICS EDUCATION

A. Objectives:

It is expected that upon completion of this study the person pursuing advanced study will be able to:

1. Evaluate professional philosophies in terms of logic, internal consistency, and compatability with current knowledge.

2. Analyze own professional behavior in terms of personal philosophy.

B. Generalizations:

1. Educational experiences provide a frame of reference for reviewing and revising a professional philosophy.

2. Since several professional fields have a unique approach to the achievement of the common goal of human welfare and development it is imperative the home economist work cooperatively with people in other fields.

3. In order to assess the impact of the changing culture on a philosophy of home economics education one needs to identify constants and trends and make projections about the future of the culture.

4. The ultimate goals of the field of home economics and the analysis of society provides a rationale for generating and evaluating a philosophy of home economics education.

Concept II: PROFESSIONAL ROLE IN HOME ECONOMICS EDUCATION

A. Objectives:

It is expected that upon completion of this study the person pursuing advanced study will be able to:

1. Identify the roles and functions inherent in various positions in home economics education.

2. Synthesize theories of change, communication, personality, and learning to achieve increased effectiveness as a director of learning.

3. Evaluate professional performance on the basis of recognized criteria.

4. Analyze own capabilities and the needs of the profession in making decisions regarding personal contributions to the profession.

B. Generalizations:

1. There are identifiable and unique responsibilities which are associated with the various home economics positions.

2. As a director of learning, the home economics educator is effective to the extent that he integrates theory with practice.

3. The role expectations are a source of criteria for evaluating professional performance.

4. Progress and improvement of home economics education is dependent upon the extent to which home economics educators exercise a leadership.

Concept III: PROGRAM PLANNING IN HOME ECONOMICS

A. Objectives:

It is expected that upon completion of this study the person pursuing advanced study will be able to:

1. Contribute to developing theories and patterns for home economics curriculum.

2. Examine social, economic, and educational forces which affect individuals and families, and ascertain implications for home economics.

3. Draw upon related disciplines in planning and evaluating home economics programs.

4. Select and organize home economics knowledge and skills that are significant for learners with special needs.

5. Evaluate the complex factors involved in educational planning as a basis for implementing curriculum change.

6. Plan and give direction to an organizational structure which will facilitate the attainment of an educational goal.

B. Generalizations:

1. Study and evaluation of current social, economics, and educational forces reveal implications for planning programs in home economics to meet needs of individuals and families.

2. Drawing from social, philosophical, and psychological sources for objectives enlarges the basis for home economics curriculum.

3. Insights and skill for making decisions regarding curriculum improvement depends upon the ability to evaluate the complex factors involved in curriculum change.

Concept IV: EDUCATIVE PROCESS IN TEACHING HOME ECONOMICS

A. Objectives:

It is expected that upon completion of study the person pursuing advanced study will be able to:

1. Contribute to the development of theories, hypotheses and procedures in the teaching (educational) processes used in home economics education programs.

2. Refine and develop teaching methods by integrating insights gained from teaching experience with knowledge of learning process.

3. Synthesize knowledge of learning and of the scope and purposes of home economics to create instructional strategies.

4. Analyze the educative process to identify the elements which influence behavioral change.

5. Evaluate teaching processes (procedures) and instructional media on the basis of rationally developed criteria.

6. Analyze relevant information about learners and applies analyses in development and organization of teaching procedures which will facilitate learning.

B. Generalizations:

1. An intensive analysis of the teaching (educative) processes provides a basis for revising, expanding, and developing processes.

*2. The quality of teaching is dependent on the quality and availability of reliable and valid materials and media.

3. The evaluative process provides a better measure of progress when the process gives the learner an opportunity for making decisions within a situation which presents a wide range of alternatives.

*4. When the teaching strategy includes the method of inquiry, the learner is more apt to acquire a productive pattern of solving problems.

5. Learning can be facilitated when teaching procedures make use of such motivational factors as the abilities, interests, personality, and experiences of the learner and the goals and expectations of the learners' culture.

6. Behavioral changes are facilitated by organizing the subject matter to fit the psychological sets of particular learners.

7. In an effective learning situation, the teacher provides opportunities for and guides the learner in perceiving (sensing) forming concepts, making decision, experimenting, and evaluation.

8. The extent to which an educator is committed to use of any educational materials is affected by the extent of his involvement in the development, critical analysis and dissemination of the materials.

9. Teaching is a system of actions designed to bring about change in the behavior of the learner, therefore, the direction of the change may be predicted by study of the teaching systems used.

10. Evaluation of the progress of learners in developing desired (intended) behaviors provides one basis for organization and sequence of educative teaching process.

*11. The learning environment and climate affect quality and efficiency of learning.

*12. When there is a change and variety in learning environment, the learner is more apt to sustain a high level of performance.

*13. Learning can be facilitated when the director of learning recognizes and utilizes the dynamics of interaction within the group.

*14. Teaching process which serve to reinforce desired behaviors of the learner facilitate learning.

15. The learner's behavior is more apt to reflect a continuous restructuring of both content and conceptual skills when the educative process is based on understanding between teacher and learner regarding what is to be learned.

16. If the learners' conceptual meanings are to give direction to changes in behavior, then the educative process will include a wide range of opportunities to extend, expand and use concepts being developed.

*Repeated from undergraduate section because they are believed to merit special consideration.

17. The use of valid principles of learning to analyze the elements within a teaching-learning situation helps the educator select those elements which have greatest impact on learning.

Concept V: RESEARCH IN HOME ECONOMICS EDUCATION

A. Objectives:

It is expected that upon completion of study the person pursuing advanced study will be able to:

1. Demonstrate competence in evaluating, interpreting, reporting, and using research data.

2. Engage in research that is relevant to the teaching of home economics.

3. Understand the relationship between teaching and research.

4. Plan research projects which question and/or give new insights into problems related to home economics education.

5. Assist others in acquiring a variety of research skills.

B. Generalizations:

1. Adeptness in interpretation and evaluation of research can lead to discriminating use of research.

2. Educational research is intended to challenge basic assumptions and aims at revising accepted conclusions, theories, or principles.

3. Research serves as a source of knowledge for teaching, and the teaching learning process provides phenomena for research.

4. An understanding of a field of specialization and teaching methodology is needed to investigate the relationship between substance and process in education.

5. Familiarity with research literature and participation in research enhance the researchers general skill and ability in using research processes.

6. Educational research provides a methodology for questioning propositions that are basic to theory and practice in the educative process.

7. Familiarization with the strengths and limitations of a wide variety of research tools enables the researcher to select those tools appropriate for the designated purpose.

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